

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
October 4, 2012**

The North Carolina State Board of Education met and the following members were present:

William C. Harrison, Chairman
Wayne McDevitt, Vice Chairman
Walter Dalton, Lt. Governor
Janet Cowell, State Treasurer
Melissa Bartlett

Shirley Harris
Kevin Howell
John Tate
Patricia Willoughby
Jean Woolard

Also present were:

June St. Clair Atkinson, State Superintendent
Earlie Coe, Local Board Member Advisor
Diane Frost, Superintendent Advisor

Tyronna Hooker, Teacher of the Year Advisor
Darcy Grimes, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman Bill Harrison called the Thursday session of the October State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting. Prior to beginning the work of the Board, Chairman Harrison expressed appreciation to Board members, advisors and staff members for their work during the Planning and Work Session this week. He spoke briefly about the session on Tuesday, which included roundtable discussions with four-member teams from eight LEAs, representing the eight education districts, who provided feedback on the challenges they are facing as well as successes relative to Race to the Top, sustainability, and community engagement. The Chairman noted that since tight budgets have constrained the Board's ability to hold Board meetings across the state in the last few years, these roundtable discussions have provided a forum for the Board to have conversations with teams of superintendents, local board chairs, principals, and teachers. The Wednesday session included a continuation of the conversation among Board members on the role of this Board and partnering with other public and non-public education partners. Wednesday afternoon's discussions spring-boarded from presentations by DPI staff. Chairman Harrison thanked Dr. Atkinson and her team for their work in preparing both for today's Board meeting and the Planning and Work Session. Chairman Harrison explained to the audience that the Board typically has committee meetings on Wednesday each month followed by the Board meeting on Thursday. However, due to the Planning Session, the Board did not meet in committees this month but all items will be discussed as needed.

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Chairman Harrison explained that in order to allow Mr. Philip Price and Ms. Ann McColl to attend the Legislative Research Commission on Digital Learning for Public Schools meeting at the Friday Institute at, which begins at 10:00 a.m., he would alter the agenda this morning.

Board member Jean Woolard was recognized to lead the Board with the Pledge of Allegiance.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF MINUTES

Chairman Harrison asked for a motion to approve the minutes of the September 5-6, 2012, State Board meeting.

Discussion/Comments:

- There was no discussion.

Mr. John Tate made a motion to approve the minutes of the September 5-6, 2012, meeting. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITION – PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

Chairman Harrison noted that the Presidential Awards for Excellence in Mathematics and Science Teaching is the highest recognition that a kindergarten through 12th grade mathematics or science teacher may receive for outstanding teaching in the United States. Enacted by Congress in 1983, this program authorizes the President to bestow up to 108 awards each year. The National Science Foundation administers the awards program on behalf of the White House Office of Science and Technology Policy. In addition to honoring individual achievement, the goal of the program is to expand and exemplify the definition of excellent science and math teaching. He noted that the 2012 finalist awards are for teachers in grades K-6 and the 2011 winners are for grades 7-12. The award alternates between elementary (even years) and secondary (odd years).

- **2011 Awardee in 7-12 Mathematics**
 - ❖ Ms. Nancy Trollinger, McDowell County Schools
- **2011 Awardee in 7-12 Science**
 - ❖ Mr. Eric Grunden, Wake County Schools

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- **2012 Finalists in K-6 Mathematics**
 - ❖ Ms. Tonya Keply, Rowan-Salisbury Schools
 - ❖ Ms. Kayonna Pitchford McLean, Cumberland County Schools
 - ❖ Ms. Meredith Stanley, Buncombe County Schools
- **2012 Finalists in K-6 Science**
 - ❖ Ms. Kristen Bedell, Orange County Schools
 - ❖ Ms. Teresa Dowan, Buncombe County Schools
 - ❖ Ms. Georgina Ray, Buncombe County Schools

The awardees and finalists were presented with a plaque of recognition from the State Board. The presentations were photographed.

BOARD MEETING AND COMMITTEE CHAIR REPORTS

TWENTY-FIRST CENTURY SYSTEMS BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT (Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)

DISCUSSION

TCS 1 – 2013-2015 Biennial Expansion Budget Requests

Policy Implications: General Statute § 115C-12(1a)

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Sarah Harris (Director, Financial Services Division)

Description:

Expansion budget requests for the 2013-2015 Biennium are due to the Office of State Budget and Management on November 9, 2012. At this meeting there will be discussion of items the State Board of Education members would like to include in their requests. A summary of budget changes and previous State Board expansion requests will be discussed. Attachments include:

- Summary of Public School Budget changes (comparing FY 2012-13 with FY 2008-09)
- Summary of State Board of Education's Expansion Budget Requests since FY 2006-07
- Summary of funding requests for consideration related to items included in the Excellent Public Schools Act
- Listing of Expansion Requests Submitted to be Considered

Recommendations:

It is recommended that the State Board of Education discuss future budget needs and specific budget requests in order to construct the SBE's 2013-2015 Biennial Expansion Budget Request at the September and October meetings in preparation for approval at the November meeting.

Discussion/Comments:

- TCS Committee Chair Kevin Howell recognized Mr. Price to lead the discussion of this item.
- Mr. Price prefaced this report by explaining the timeline for submission of the Expansion Budget. The Expansion request for the State Board is due to the Office of State Budget

Management (OSBM) by November; therefore in November, this item will be brought to the State Board for action. Upon approval the budget will be delivered along with a letter of recommendation. Mr. Price explained that the expansion budget is capped at two percent, which is approximately \$150 plus million in requests. In the past, many of the items included in the Expansion Request have been incorporated in the letter with stated reasons about why these are the Board's priorities. Mr. Price noted that also required by OSBM is a two percent reduction to the State Public School Fund.

- Mr. Price reminded the Board that in September the conversation was structured around some of the issues and challenges since the budget crisis began, and he explained that this month's presentation would briefly recap that information.
- Mr. Price provided a detailed overview of changes that have occurred since fiscal year 2008-09 noting significant budget reductions with eliminations of programs in excess of \$200 million. Eliminated programs include ABC Incentive Awards, Child Obesity Programs, and Improving Student Accountability to name a few. Other major budget changes include textbooks, which have been reduced by 78 percent of the funding this year, according to Mr. Price. Board members were directed to the handouts for a complete list of the items. Mr. Price explained that increases are really related to the huge increases that have occurred in the retirement contribution and the hospitalization rate. He explained that buying power of our public schools has decreased significantly from 2008-09 noting that the retirement rate has gone up 75 percent while the hospitalization rate has increased 25 percent. Mr. Price explained that if there is an allotment category with salary included, it might show, for example, an increase of 6.8 percent, but that increase is really reflective of benefits, not additional money to purchase things. In addition, Mr. Price spoke about the impact of the negative reserve on LEAs which is approximately \$360 million. He explained that if you subtract the \$480 million increase because of benefits/salary increases (1.2% this year), along with the student population growth in North Carolina, the net buying power in public schools has declined since 2008-09 by more than \$721 million.
- A brief clarifying discussion occurred regarding trends. Mr. Price explained that the chart on the second handout includes the State Board's budget requests since fiscal year 2006-07. He summarized the items on the chart, noting consistency by the Board. Until FY 2010-11, the Board had a series of mentoring funds, staff development initiatives and several classroom-related enhancements. Once the negative reserve kicked in, the volume of individual requests declined in order to address the discretionary reductions. Mr. Price explained that the Board has been successful in getting funding for 18 of the 46 priority items listed on the handout over time. He did note that, unfortunately, some of those items were fully funded but then reduced or removed altogether. Some of the items funded include Virtual Schools, School Connectivity, exam fees paid for low-income students to take AP/IB exams, School and District Transformation, and Learn and Earn Online (however, this money was removed during the budget crisis). Other examples of fully funded initiatives include EVAAS, the Teacher Module, and the Evaluation Module. Diagnostics Assessments were funded through the Excellent Public Schools Act in the last legislative session.
- Referring to the third attachment, Mr. Price reviewed the Expansion Requests to consider for 2013-2015. Vice Chairman Wayne McDevitt shared his opinion about needing to align the budget with the Board's strategic vision and the importance of asking for the resources needed to realize that vision. Board member Tate added that the Board includes a third option: two percent up, two percent down, and what should be done for children. Board members agreed and asked

for full consideration of what is right for children in the budget request. A brief discussion was held relevant to the budget process and the suggestion of adding option 3. Chairman Harrison stated that the Board needs to start with the discretionary cuts taking care of the teachers and employees in the LEAs. He suggested that TCS Committee Chair Howell convene the TCS Committee via conference call next week to have additional conversations related to this discussion.

- Mr. Price explained that the Expansion Request is actually due prior to the November Board meeting; however, a deadline extension has been granted to allow the Board to act on the request at its November meeting. In response to Vice Chairman McDevitt's question, Mr. Price explained that two budgets will be prepared by the OSBM; one for Governor Perdue to submit to the General Assembly, and another for the elected Governor.
- Chairman Harrison summarized the conversation, noting that the Board pushes the request from OSBM related to the two percent aside in order to craft a budget that will realize the Board's vision for all students in the state. He noted that he will have a conversation with the legal staff prior to the TCS Committee conference call next week to ensure compliance with the Board's legal obligations. A brief conversation occurred regarding priorities.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the October 2012 meeting and will return for action at the November meeting. (See Attachment TCS 1)

CHAIRMAN'S REMARKS

Chairman Harrison prefaced his remarks by noting confidence in pursuing the Race to the Top (RttT) grant competition because the four pillars of RttT were consistent with the work already being done in North Carolina. According to Dr. Harrison, RttT is North Carolina's state plan being supported with federal dollars. He stated that it is important to note, that as the Board considers adopting a formal State Board of Education vision for public education in North Carolina, it will in no way impact, other than support, the work that is already underway.

Chairman Harrison briefly retraced the process the Board has followed over 15 months in developing a vision statement, explaining that the vision statement is a culmination of work that began at the State Board of Education Planning Session held in August 2011 when Board members discussed the need to shift the conversation about public education in North Carolina. Following that meeting, State Board of Education Legislative Director Ann McColl met with superintendents and other members of the state's Regional Educational Service Alliances (RESAs) and hundreds of other education, business and community leaders to discuss the future of our public schools and gather input. Chairman Harrison shared that the goal at the outset was to develop a document that is reflective of the values and beliefs of this state around the Board's obligations to students. After that meeting, Chairman Harrison and Ms. McColl met with Mr. Edward Fiske (former Education Editor of the *New York Times*) and Dr. Helen F. Ladd (Edgar Thompson Professor of Public Policy Studies and Professor of Economics at Duke University's Sanford School of Public Policy) to ask them to craft a white paper that would express the vision that was emerging through these sessions. Over a period of time, they developed a 17-page document that was vetted by the Governor's Education Transformation Commission and a panel of national education and policy leaders. Adjustments were then made to the document, which was shared during the Planning Session on Wednesday. Chairman Harrison also noted that on Wednesday, prior to

working on the document, many statements were made during the Planning Session that reflected the document perfectly. At the end of the day, Board members felt that the document was consistent and articulated the Board's beliefs and vision for what public schools need to become. The document was then reduced to two pages. He suggested that the Board formally accept the full-length document as the Board's position regarding a vision for public education and accept the two-page document as the SBE's vision of public education in North Carolina. Copies were shared with the audience. The document is also posted on the eBoard under "Chairman's Comments." Chairman Harrison highlighted major points in the document, which will guide the Board's work, and encourages a shared commitment to assuring a strong, flexible and coherent education system that serves all students and is geared toward the promotion of the public interest.

**State Board of Education Vision of Public Education in North Carolina:
A Great Public Education System for a Great State
Adapted from the report submitted by Edward B. Fiske and Helen F. Ladd**

Great states have great public education systems, and great public education systems require great states. A great state boasts a dynamic and diverse economy with economic opportunities for all of its citizens. A great state enjoys a culture of innovation and creativity as well as vibrant arts, its natural resources and other cultural and recreational opportunities. The State Board of Education's vision of a public education system builds on the state's constitutional commitment to education and emphasizes the state's responsibility for assuring a strong and coherent system that serves all students and that is geared toward the promotion of the public interest.

Public education: the foundation for democratic institutions and economic prosperity

A forward-looking vision for education in North Carolina must be grounded in a continued commitment to public education as the foundation of our democratic institutions and the engine of economic growth. Public schools equip students with the knowledge, skills and perspectives they need to engage in reasoned and civil debate of public issues. A strong public school system provides a steady flow of skilled workers, especially in emerging areas such as advanced manufacturing where many employers are struggling to find workers.

Ambitious and evolving educational standards

A great public education system is one that prepares all students for postsecondary education, careers, citizenship and lifelong learning. It sets high standards and fosters the critical thinking and other skills needed in today's global economy. A great state education system must evolve over time in response to changes in the state's economic, technological, and social contexts as well as in response to developments in other states and the world.

Public and individual benefits

The State Board's vision fosters both a spirit of individual freedom and a sense of common purpose. The children who are educated receive the opportunity to maximize their potential and pursue their personal dreams and aspirations. These benefits include the opportunities to attend postsecondary education, enhanced employment opportunities, higher earnings, better mental and physical health, greater political, social and cultural awareness and a higher quality of life. A public education system

builds connections between public schools and the civic and social purposes for which they were established and that justify the use of taxpayer dollars to fund them. It provides a structure that allows the various stakeholders – students, teachers, administrators, parents, state and district policymakers, the business community and others, schools and universities – to work together in pursuit of common goals.

The importance of diversity and equal opportunity

A strong public education system in North Carolina promotes the state’s civic and economic functions by celebrating the diversity of our population and providing a high quality educational opportunity to all children regardless of their backgrounds or where they live. Public schools are most successful in promoting democratic traditions when they embody important values such as fairness, equity, inclusiveness and respect for diversity of opinion in their own operations. And in many cases, publicly-funded schools are one of the few places in our society where young people have the opportunity to learn, work and play with those whose backgrounds and perspectives differ from their own.

A coherent and flexible system

The State Board’s vision encourages diverse and innovative means of delivering education while assuring that each element of the system shares a commitment to the broad purposes of public education, including the maximizing of opportunity for all students. A strong state public education system offers a wide range of content that serves the needs of students with varying academic and career/technical interests, and it offers students and parents the opportunity to make choices among a variety of schooling options with differing missions and educational philosophies.

This vision emphasizes community and cooperation. It provides a mechanism for promising improvements and innovations to be widely distributed. It will require that relevant policymakers and practitioners – both those within the education sector and those in related areas such as family and child services – work together to make strategic decisions about how best to organize the delivery of education in each community to meet the public interest.

Charter schools, Cooperative and Innovative High Schools, the North Carolina Virtual Public Schools and other recent educational innovations can serve as sources of experimentation and innovation and provide quality educational alternatives. These schools have a legitimate claim on taxpayer funds to the extent that they further the overall purposes of the state education system. In practical terms, this means these options must be accessible to all students and held to the same high standards of academic, fiscal and other forms of accountability as traditional public schools.

Because many students move between the private and public sectors, some form of coordination between these sectors is appropriate. If public funds were to be made available – whether in the form of school vouchers for parents or state revenue foregone in the form of tax credits for scholarships – the private and religious schools benefitting from such funds would need to be incorporated far more explicitly into the public school system. That would be necessary because state policymakers have a responsibility to the state’s taxpayers to assure that the funds are being used to promote the public interest and not just the interests of the direct beneficiaries.

Discussion/Comments:

- Vice Chairman McDevitt mentioned comments made during the Planning and Work Session on Wednesday are reflected in the two-pager (grammatical and language changes), which should also be reflected in the 10-page document as well. Chairman Harrison stated that the intent is to adopt the two-page version as is with the changes and to adopt the original work with the original language. Recognizing that Mr. Fiske and Dr. Ladd have some ownership and authorship over what they created; Ms. McColl explained that the two-page document is the Board's vision, which can be changed overtime, thus the reason for the second document.
- Board member Bartlett noted that the last paragraph in the two-page document seems new and not just editorial. Mrs. McColl stated that this paragraph was included in the original document under "Coherent System."
- Chairman Harrison announced that Mr. Fiske and Dr. Ladd will be invited to an upcoming Board meeting to recognize and thank them for their work. He also recognized Ms. McColl for her work on this initiative.
- The Chairman encouraged Board members to make a concerted effort to share this vision in their districts. He announced that he would send an email to RESA directors to offer his time to meet with superintendents, teachers, principals, and business and industry representatives to share the Board's vision.

Upon motion by Mr. John Tate, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to adopt the State Board of Education Vision of Public Education in North Carolina: A Great Public Education System for a Great State as adapted from the report submitted by Mr. Edward B. Fiske and Dr. Helen F. Ladd. (See pages 7-8.)

STATE SUPERINTENDENT'S REPORT

Special Honors and Awards

All-Time High Graduation Rate Celebrated

Top-performing school districts and schools received recognition at a Durham luncheon celebrating the fact that North Carolina's high school graduation rate has reached an all-time high of 80.4 percent.

Eleven school districts and 35 high schools were honored for having the highest four-year cohort high school graduation rates among all districts and schools in the state in 2011-12. Representatives from the districts and schools received plaques recognizing their achievements (see brochure). Congratulations to the Graham County Schools for having the state's highest graduation rate.

North Carolina Receives IBM Early Learning Grant

IBM has awarded Communities in Schools of North Carolina grants of technology and services for its early learning initiatives, valued at almost \$130,000 and complementing funds that DPI is receiving from the U.S. Department of Education's Race to the Top Early Learning Challenge competitive grant program. The IBM grant provides 50 Young Explorer computer learning centers equipped with educational software to help children learn and explore concepts in math, science and language in five counties in Eastern North Carolina: Bertie, Duplin, Hertford, Pamlico and Wilson.

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The grant also provides Reading Companion software that helps children and adults improve fundamental reading skills and pronunciation. Barwell Road Renaissance Elementary, which serves high poverty students, had previously been awarded three Young Explorer computer learning centers.

NCWISE to PowerSchool

Dr. Atkinson announced that staff will brief the Board at its November meeting on the transition from NCWISE to PowerWise by July 2014, the reorganization of the IT area, and the agencies' capacity to handle the transition and to support LEAs.

Personnel Announcement

Superintendent Atkinson introduced the Department's new internal auditor Ms. Jeanie Allen who was present in the audience.

Recent Activities of the State Superintendent

☐ Delivered remarks/keynote address at

- Council for Economic Education Financial Literacy Policy Luncheon, Charlotte, NC
- North Carolina Summit on US-China Education, Raleigh, NC
- Governor's Wildlife Conservation Achievement Awards, Cary, NC
- New Superintendents' Orientation, Raleigh, NC
- Communities In Schools Gifted Hands Breakfast, Raleigh, NC
- Department of Public Instruction All-Agency Meeting, Raleigh, NC
- Graduation Achievement Awards, Raleigh, NC
- Curriculum and Instruction Leaders' Forum, Greensboro, NC
- Howard Lee Institute "Closing Gaps" Summit, Greensboro, NC
- Career Academy "Developing the Pipeline" Summer Internship Celebration & Academy Kick off, Charlotte, NC
- WRESA Fall Leadership Conference, Asheville, NC
- Young Explorer IBM Grant Announcement, Raleigh, NC
- NC Association for Career and Technical Education Fall Conference, Concord, NC

☐ Visited

- Phoenix Academy, High Point, NC
- High Point Central High School, High Point, NC
- Apex Middle School, Apex, NC
- Barwell Elementary School, Raleigh, NC

RttT Monthly Highlights of Activities Completed

Accomplishment:

- 9/6 Summer Institute and Turning Around Lowest Achieving Schools (TALAS) Updates for State Board
- 9/10 NCDPI All-Agency Meeting (800+ staff) to discuss READY vision/plan, accomplishments to date, key activities to come over next two years
- 9/11 Presentation to Joint Legislative Education Oversight Committee (JLEOC) regarding Common Core, Assessments, and Accountability Model
- 9/12 Governor's Education Task Force (GETC) Full Commission Meeting

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- 9/15 Submission of first of four semi-annual reports on RttT implementation progress due (per S.L. 2012-77) to the JLEOC
- 9/20 Meeting in Greensboro with teams (superintendents, HR, testing coordinators, other central office staff) from every LEA and 60 charter schools to discuss the new Measures of Student Learning/Common Exams (600 total attendees)
- 9/21 Meeting of Educator Effectiveness Workgroup
- First cohort of NC Teacher Corps members working in schools
- Establishment of branding (name and logo) for IIS – preparing for launch in fall
- Posting of Evaluation Reports on LEA Expenditures and Distinguished Leadership in Practice (DLP) program
- Nearing completion of 2011-12 LEA Progress Report submissions

Challenges:

- Finalizing IIS contract award(s)
- Finalizing plan/approvals for PowerSchool (SIS) implementation
- Posting Cloud RFPs and getting contract amendments approved
- Managing budget and procurement, given lack of automatic carry forward from 2011-12
- Replacing project management staff
- Managing rollout of Library of Common Exams – fall high school administration optional
- Securing/maintaining legislative support for READY agenda
- Responding to requirement that RttT-D applicants submit plans for state review and comment

Meeting Goals and Timelines:

On-track in majority of initiatives. Challenges to note include:

- IT procurement (meeting with ITS, Governor's office bi-weekly to track progress)
- NC Teacher Corps (rethinking timing to increase numbers)
- Maintaining needed staffing

BOARD MEETING AND COMMITTEE CHAIR REPORTS

CONSENT AGENDA

Chairman Harrison moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Harrison noted four items for consideration and asked if any Board members wanted to remove any items from the Consent Agenda. Hearing no requests, Chairman Harrison asked for a motion to approve GCS 5 – Technical Corrections to Accountability Policies; GCS 6 – Report to the North Carolina General Assembly – Report on Students with Disabilities/Annual Child Count; TCP 2 – Annual Report of the Reasons Teachers Leave (Teacher Turnover Report); TCP 3 – 2012 IHE Performance Report.

Discussion/Comments:

TCP Committee Chair Shirley Harris emphasized that there is a lot of information included in TCP 2 and TCP 3, which is relevant to what is occurring in the schools across the state.

Upon motion by Vice Chairman Wayne McDevitt, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to approve GCS 5 – Technical Corrections to Accountability Policies; GCS 6 – Report to the North Carolina General Assembly – Report on Students with Disabilities/Annual Child Count; TCP 2 – Annual Report of the Reasons Teachers Leave (Teacher Turnover Report); and TCP 3 – 2012 IHE Performance Report. (See Attachments GCS 5, GCS 6, TCP 2, and TCP 3)

GLOBALLY COMPETITIVE STUDENTS
(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)

CONSENT

GCS 5 – Technical Corrections to Accountability Policies

Policy Implications: SBE Policy # GCS-A-001, GCS-A-007, GCS-A-011, GCS-A-012, GCS-A-014, GCS-A-015, GCS-C-006, GCS-C-014, GCS-C-023, GCS-C-027, GCS-C-030, GCS-C-031; APA # 16 NCAC 6D.0302, 16 NCAC 6G.0306

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy Howard (Director, Accountability Services)

Description:

In response to the new assessments and new accountability model, staff recommends certain SBE policies are amended or, as appropriate, deleted.

Additionally, the NCDPI received approval from the U.S. Department of Education to eliminate the grade 10 writing test effective the 2011-12 school year. As such, staff recommends SBE policies referencing the aforementioned assessment are amended or, as appropriate, deleted.

All recommended changes to the effected SBE policies are reflected in the attached “Summary of NCSBE Policy Clarifications.”

Recommendations:

SBE should approve the amendments to, or deletion, as appropriate, of the attached policies. Approval of the changes to APA policies will initiate the APA process.

CONSENT

GCS 5 – Report to the North Carolina General Assembly – Report on Students with Disabilities/Annual Child Count

Policy Implications: Session Law 2007-292 (House Bill 18)

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mrs. Mary N. Watson, (Director, Exceptional Children Division)

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: the SBE shall require an annual census of all children with disabilities residing in the state. The census shall be conducted annually and shall be completed by October 15, submitted to the Governor and General Assembly and made available to the public by January 15 annually.

Recommendations:

Board members are asked to receive the report.

21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT
(Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)

CONSENT**TCP 2 – Annual Report of the Reasons Teachers Leave (Teacher Turnover Report)**

Policy Implications: General Statute § 115C-12(22)

Presenter(s): Dr. Lynne Johnson (Director of Educator Recruitment and Development) and Mr. Brandon Patterson (Assistant Director, Division of Educator Recruitment and Development)

Description:

General Statute § 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. To this end, LEAs are asked to complete an annual report on the reasons teachers leave their systems. The report for the 2011-12 school year is attached.

Recommendations:

It is recommended that the Board approve the Teacher Turnover Report.

CONSENT**TCP 3 – 2012 IHE Performance Report**

Policy Implications: General Statute §115C-296(b1); SBE Policy # TCP-B-008

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Lynne Johnson (Director of Educator Recruitment and Development)

Description:

General Statute § 115C-296(b1) requires an annual Institution of Higher Education (IHE) Performance Report to be submitted to the Joint Legislative Education Oversight Committee (JLEOC) on undergraduate and graduate teacher education programs, since 1999. The IHE summary performance report for the 2011-12 school year is presented to the SBE for consent. Upon SBE approval the IHE performance report will be forwarded to the JLEOC. Separate institutional reports for each IHE will be uploaded on the web.

Recommendations:

It is recommended that the SBE approve the IHE performance report.

INFORMATION AGENDA

HEALTHY RESPONSIBLE STUDENTS (Ms. Christine Greene, Chair; Reginald Kenan, Vice Chair)

In the absence of Committee Chair Christine Greene, Chairman Harrison managed the LFI Committee Agenda and recognized Ms. Hildebrand to present HRS 1.

INFORMATION

HRS 1 – Care for School Children with Diabetes

Policy Implications: General Statute § 125C-375.3; Session Law 2009-563

Presenter(s): Ms. Paula Hudson Hildebrand (Chief Health and Community Relations Officer, DPI)

Description:

Senate Bills 911 and 738 are Acts which require public schools and charter schools to implement guidelines adopted by the State Board of Education for the development and implementation of individual diabetes care plans and to require local boards of education and boards of directors of charter schools to report annually, by August 15, to the State Board of Education regarding their compliance with these guidelines. The guidelines must meet or exceed recommendations for management of childhood diabetes set forth by the American Diabetes Association.

Recommendations:

State Board members are asked to accept the report.

Discussion/Comments:

- Ms. Hildebrand explained that this is the annual report related to care for school children with diabetes as required by the General Assembly. She noted that the State Board has passed guidelines in previous years to develop care plans for students with diabetes and to offer training around diabetes for the faculty and staff in the LEAs.
- Ms. Hildebrand also noted that the guidelines the Board adopted are to meet or exceed those by the American Diabetes Association which the Board has done in the past. She stated that this is a collaboration between Healthy Schools in DPI and our public health partners in the school health unit. When this legislation was being discussed, the Department did not want it to be an additional burden on the local boards of education and the charter schools to collect this data. Therefore, the information is collected through the annual health services report.
- Ms. Hildebrand directed Board members to page 1 in the material to review the four questions required by the General Assembly related to diabetes. She explained that the summative letter outlines the requirements.
- All 115 LEAs reported and all of the charter schools in operation also reported. Of the 1,455,498 students enrolled, 4,803 students in all LEAs have diabetes. Ninety-six percent of the LEAs or 110 LEAs offered annual generalized training about diabetes to school staff, system wide because all LEAs had at least one student with diabetes enrolled. One hundred fourteen or (99%) of the LEAs had at least two persons intensively trained on diabetes care in each school where students with diabetes were enrolled in order to fulfill the requirements. Since each LEA

had at least one student with diabetes enrolled, 100% of the LEAs were expected to have had at least two persons intensively trained on diabetes care so that students are able to participate in all fieldtrips and activities. Noting that parents may decline the individual health care plan (IHP), 3,990 students with diabetes had the IHP.

- In response to Board member Tate's question, Ms. Hildebrand spoke briefly about trend lines and the possible linkage to obesity. She explained that looking back at the data, the number of students with diabetes has been consistently around 5,000. However, she noted that if prevention efforts are not maintained, predictions are that one out of every four students will have diabetes over the next 20 years.
- In charter schools, 135 students (0.03% of total reported student enrollments of 44,332) have diabetes. Forty-three schools (75% of the 57 that have a student(s) with diabetes) offered annual generalized training about diabetes to school staff systemwide. Forty-eight charter schools (84%) reported having at least two persons intensively trained on diabetes care in each school where students with diabetes were enrolled. One-hundred-eight of the 135 students with diabetes (80%) had an IHP.
- As it relates to overall compliance, Ms. Hildebrand noted that all 115 LEAs and 100 charter schools completed the requested State Board of Education report this year. The report indicates that the 115 public, non-charter LEAs are 96% or better in compliance with the major requirements of SB 738/911, which is an improvement over the 95% in the previous reporting year. One hundred charter schools are 75% or better in compliance with the major requirements of SB 738/911, which is a five percent decrease in the previous year.
- Ms. Hildebrand directed Board members to the matrix on pages 3 through 8 that shows which LEAs and charter schools are in 100% compliance and those that are working toward that goal.
- Noting that North Carolina is ranked fifth in the nation in obesity, Mr. Tate asked about North Carolina's goal in that area. Ms. Hildebrand shared that North Carolina has seen some improvement and is now ranked seventeenth in the nation. The Department will continue with the eight component approach including physical activity, looking at the Healthy Active Children policy, child nutrition, etc. A brief discussion ensued about the possibility of adopting targeted goals.
- There was no further discussion.

ACTION AND DISCUSSION AGENDA

GLOBALLY COMPETITIVE STUDENTS

(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)

ACTION ON FIRST READING

GCS 1 – Compliance Commission Recommendations for Field Testing and Special Studies

Appeals for the 2012-13 School Year

Policy Implications: General Statute § 115C-174.12 (b1); SBE Policy # TCS-B-000

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Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), and Dr. Tammy Howard (Director, Accountability Services)

Description:

On August 13, 2012, LEAs were notified of participation in field tests and special studies for the 2012-13 school year. LEAs were permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on a written justification submitted by the LEA superintendent along with a Request for Appeals form. Requests for Appeals were collected by the Division of Accountability Services and presented to the Compliance Commission for Accountability at a conference call meeting held September 13, 2012.

Recommendations:

It is recommended that the SBE approve the Compliance Commission's recommendations regarding the appeals.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby recognized Dr. Howard's presence in case Board members had any questions the Compliance Commission's recommendations. She reminded Board members that the policy delineating the purpose and composition of the Compliance Commission is included in the Board materials. She also noted that when LEAs were notified of participation in field tests in August, LEAs were provided an opportunity to appeal requesting that a school be excluded from a specific field test. Thirty-seven appeals were filed.
- The Compliance Commission met in September via conference call. Chair Willoughby shared that the decision of the Compliance Commission was to deny the appeals. Dr. Howard added that the rationales submitted in the appeals were not unique to the requesting schools, but rather common to many schools. In response to the appeals regarding capacity for online administrations, the Department did confirm it would assist schools in maximizing their participation in a reasonable manner.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Mr. John Tate, the Board voted unanimously to approve the Compliance Commission's recommendations for field testing and special studies appeals for the 2012-13 school year as presented. (See Attachment GCS 1)

ACTION ON FIRST READING

GCS 2 – CPR Graduation Requirement (Amendment of GCS-N-004 in Accordance with Session Law 2012-197, HB 837)

Policy Implications: SBE Policy # GCS-N-004; Session Law 2012-197, HB 837

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Dr. Maria Pitre-Martin (Director, K-12 Curriculum and Instruction Division) and Ms. Paula Hudson Hildebrand (Chief Health and Community Relations Officer)

Description:

HB 837 provided for the successful completion of instruction in CPR available to all students with a plan to phase in completion of CPR instruction as a high school graduation requirement by the 2014-15

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school year. Therefore, current 10th graders and students entering high school in 2012 and beyond will be required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation by the 2014-15 school year. This requirement may be met by successfully showing proficiency of the 8th grade North Carolina Essential Standards. GCS-N-004 needs to be revised to add this additional graduation requirement in the area of Health and Physical Education.

Recommendations:

It is recommended that the State Board of Education approve the revision of policy in GCS-N-004.

Discussion/Comments:

- GCS Committee Chair Willoughby noted that the CPR graduation requirement is in compliance with HB 837 that provides for the successful completion of instruction in CPR available to all students to phase-in completion of CPR instruction as a high school graduation requirement by 2014-15. Chair Willoughby recognized Dr. Pitre-Martin to present the report.
- Dr. Pitre-Martin directed Board members to the Board materials for GCS 2 including HB 837 which has guided the change to the graduation requirements. In addition, the revised GCS-N-004 is included in the materials along with a reference document to the North Carolina Essential Standards. She explained that this agenda item is asking students to show successful completion of CPR instruction as a graduation requirement. Reiterating the effective date of school year 2014-15 for this requirement, the implementation of this requirement will be critical for some students already in high school, according to Dr. Pitre-Martin.
- Prior to recognizing Ms. Hildebrand to speak about the implementation process, Dr. Martin reviewed the list of internal staff within the Department of Public Instruction as well as LEA representatives and external partners who have come together to vet the implementation process.
- Ms. Hildebrand noted that LEAs have been teaching CPR in schools for years in the *Healthful Living Standard Course of Study*; therefore the teaching of this content is not new, but the graduation requirement is. It does raise the bar in looking at proficiency versus a student not being able to graduate from high school if they have not met this requirement.
- Ms. Hildebrand noted that the legislation states that schools shall teach a curriculum that is recognized by national standards by the American Heart Association, the American Red Cross or other agencies, which include Green Cross and the National Safety Council, to ensure it is an evidenced-based program. Ms. Hildebrand explained that this is a first to have legislation for a graduation requirement that did not begin with the ninth-grade cohort. While referenced in the Essential Standards on page 12 in the eighth grade, some LEAs teach CPR in the ninth grade. Ms. Hildebrand directed Board members to page 14 in their materials for the overview of what is required of CPR graduation requirements. The Department has also developed a one-page checklist that includes the requirements. Ms. Hildebrand explained that since most of the LEAs have already been teaching CPR, this will be a record-keeping exercise. For those that have not been teaching CPR, they will need to comply with the manikin, etc. Ms. Hildebrand reviewed the requirements for Board members and talked briefly about the skills test, which must be demonstrated on a mannequin. Accommodations will be made for special populations' students who have an IEP or 504 Plan.
- Ms. Hildebrand noted that, by state law, charter schools and regional schools are not required to meet this graduation requirement; however, they are encouraged to provide CPR instruction in their schools.

- There is no additional funding for implementing this program.
- In closing remarks, Ms. Hildebrand reported that staff is collaborating to have a check box in the new PowerSchool tool in order for teachers to keep records.
- There was no further discussion.

Upon motion by Ms. Patricia Willoughby, and seconded by Vice Chairman Wayne McDevitt, the Board voted unanimously to approve the recommended revisions of SBE Policy # GCS-N-004 as recommended. (See Attachment GCS 2)

DISCUSSION

GCS 3 – Career and Technical Education Revisions to Essential Standards

Policy Implications: SBE Policy # GCS-F-005

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Dr. Daniel Smith (Section Chief, Career and Technical Education Division, Credentialing Section) and Ms. Carol Short (Section Chief, Career and Technical Education Division, Curriculum Section)

Description:

Career and Technical Education (CTE) is requesting revisions to the Essential Standards to include eight new courses and to remove two courses from the standards.

One new course will be added in the Marketing and Entrepreneurship program, Virtual Enterprises International.

- Using a student-centered approach that emphasizes project-based collaborative learning, Virtual Enterprises International (VEI) replicates the functions and demands of real businesses in both structure and practice. With the guidance of a teacher-facilitator and a business partner, VEI students establish and manage a virtual company, conducting business with other “firms” domestically and internationally. Students are involved in all aspects of running the business, including human resources, accounting, product development, production, distribution, marketing, and sales.

One new course will be added in the Business, Finance, and Information Technology program, SharePoint.

- SharePoint is being developed in partnership with the North Carolina Virtual Public Schools (NCVPS). The ability to utilize collaboration software is an important skill when working in teams. As more work is produced through remote teams, the ability to utilize this type of productivity tool will be key to employment and career success. The course standards align to Microsoft Office Specialist (MOS) certification for SharePoint and will extend the opportunities for Microsoft IT Academy (MSITA) students. The content also complements the Project Management courses in the Essential Standards.

Three new courses will be added to the Trade and Industrial Education Program area in the Law and Public Safety Cluster.

- Public Safety II is being developed in partnership with the National Partnership for Careers in Law and Public Safety. This course builds on content in the existing Public Safety I course. The Public

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Safety courses provide foundational information for students interested in following the cluster in specialized areas such as EMT, Fire Fighter, or Law Enforcement.

- Emergency Medical Technology I and II are being developed in collaboration with the National Partnership, the North Carolina Community College system, and the North Carolina Office on Emergency Medical Services. The courses use standards that align with EMT Basic certification and lead to the opportunity for students to earn that credential.

Other Trade and Industrial Education additions include:

- Adobe Visual Design aligns to standards needed to achieve certification for Adobe Photoshop, InDesign, and Illustrator including setting project requirements, identifying design elements when preparing images, understanding Adobe software, manipulating images by using Adobe software and publishing digital images by using Adobe software.
- Adobe Digital Design aligns to standards to achieve certification for Adobe Dreamweaver and Adobe Flash software. Students will learn how to create project requirements, the elements of projects in the software, and how to manipulate functions and publish materials. The addition of the Adobe courses expands opportunities for students interested in Digital Media. Since Adobe is an industry recognized program, and for many businesses the standard, certification in these programs will lead to competitive advantage for students.
- Introduction to Trade & Industrial Education (ITIE) is also requested for addition to the standards. This course will introduce students to concepts needed for Advanced Manufacturing careers. The standards will include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology.

Offset Press and Finishing and Binding courses are being removed from the Essential Standards due to under-enrollment and changes in industry and technology that make the content obsolete.

Recommendations:

It is requested that the State Board provide additional input to NCDPI on modifications to the CTE Essential Standards.

Discussion/Comments:

- GCS Committee Chair Willoughby noted that the revisions to the CTE Essential Standards include eight new courses and the removal of two courses from the standards. She recognized Dr. Smith and Ms. Short to provide the presentation.
- Dr. Smith prefaced this presentation by noting that the nature of CTE requires the Department to revisit technology and industry standards periodically as they are moving at a rapid pace and the Department must adapt to best serve North Carolina's students. Dr. Smith provided an overview of the new courses under consideration, which include Public Safety II, Emergency Medical Technology I and II, Adobe Visual Design, and Introduction to Trade and Industrial Education.
- In terms of Public Safety, Dr. Smith explained that the first three courses are in the Law, Public Safety and Corrections cluster. He stated that the Department has worked hard in the past couple of years to expand offerings in this cluster and focus attention on many career options. He noted that Public Safety II expands on the knowledge and skills started in Public Safety I. It provides more depth in instruction for the skills needed in many careers. Additional resources needed should be limited, according to Dr. Smith.

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- Dr. Smith shared the Department's excitement about adding Emergency Medical Technology (EMT) I and II to the offerings. He explained that this course has grown out of demand from the field for the content. CTE has worked with the NC Office of Emergency Medical Services, the National Partnership for Careers in Law and Public Safety, the NC Community College System, and local districts to develop and pilot this course. The course content aligns with the EMT basic credential standards and represents a work-ready credential that can lead to advanced certifications such as Paramedic. Dr. Smith stated that schools will need a certified EMT instructor to teach the course, will be required to affiliate with local EMT professionals and will likely require additional instructional materials such as manikins.
- Dr. Smith noted many of the additions in this revision are in the Trade and Industrial Education (TIE) program area. This item is a rebirth of a course that was removed from the standards a few years ago, according to Dr. Smith. He explained that the department has determined a need for a series of courses with advanced manufacturing content. The ITIE course will be the first in that series and will include concepts of modern manufacturing such as introduction to robotics and pneumatics along with the processes of manufacturing systems. Dr. Smith stated that many of the resources needed to teach this content can be repurposed from Technology Education modules. For example, if schools previously taught Fundamentals of Technology, they will likely have the computers and materials to provide this course, according to Dr. Smith.
- Dr. Smith reported that the Adobe course additions are at the request of teachers in the field. These courses will greatly enhance the current digital media courses by providing software-specific instruction that leads to certifications. He explained that Adobe is the software most commonly used in industry for graphic manipulation. The content standards are aligned to the Adobe certifications. The investment will be in the cost of the software.
- Ms. Short reminded the Board that at a previous Board meeting a group of students provided a presentation about Virtual Enterprises International. She explained that this national curriculum first came to North Carolina as a local course offering through Granville County Schools. In the past two years there has been a tremendous amount of interest and growth in offering this course through local course options in many counties, according to Ms. Short. She explained that this interest justifies the addition to the Standard Course of Study for CTE Essential Standards. The intent is to adopt the national VEI standards and partner with VEI representatives, according to Ms. Short. VEI will be added as a Capstone course upon approval.
- Ms. Short also provided an overview of the SharePoint course being developed in partnership with NC Virtual High School. The content also complements the Project Management courses in the Essential Standards. There are no additional resources required for this course due to our statewide agreement with Microsoft, according to Ms. Short.
- Offset Press and Finishing and Binding courses are being removed from the Essential Standards due to under-enrollment and changes in industry and technology that make the content obsolete.
- In closing comments, Chair Willoughby encouraged Board members to contact Ms. Short and Dr. Smith if they have any questions prior to the Board meeting in November.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the October 2012 meeting and will return for action at the November meeting for approval. (See Attachment GCS 3)

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DISCUSSION

GCS 4 – Dual Credit for Career and College Promise Courses

Policy Implications: SBE Policy # GCS-M-001

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. Rob Hines (Director, LEA Projects)

Description:

This item proposes a change to or exception to GCS-M-001, Policy Defining “Course for Credit.” The Career and College Promise program offers high school juniors and seniors an opportunity to take college courses on a college, university, or community college campus to accelerate their education and receive tuition-free college-level credit. The program offers three options: the College Transfer pathway, the Career and Technical Education Pathway, and the Cooperative Innovative High School program. Of these three options, the College Transfer pathway and Cooperative Innovative High Schools offer significant opportunities for students to receive dual credit. This information provides a structured guidance to schools for awarding dual credit.

Recommendations:

Staff recommends a detailed discussion of the proposed framework for dual credit at this meeting and consideration of whether to bring the item back for Action at the next meeting.

Discussion/Comments:

- GCS Committee Chair Willoughby explained that this item represents the ongoing discussion about dual credit for Career and College Promise Courses. She recognized Mr. Hines to lead the discussion.
- Mr. Hines prefaced his comments by noting that additional input came in from a principal and parent after the Board materials were completed. He suggested that the Board may be interested in reviewing the input prior to taking a vote.
- Mr. Hines referred Board members to the policy, specifically Section 2 where there are specific exclusions and specific designations about what courses must be taken at a high school. This is specific to Career and College Promise students and Cooperative Innovative High School students only. Mr. Hines stated that the Board is asked to provide answers to three questions: 1) Allow students in CCP to do this? 2) If yes, what are the Board’s feelings about the options presented? 3) If those options are not acceptable, what sort are?
- Mr. Hines explained that each college transfer pathway under CCP offers certain core courses as part of the general education requirement at the University System (Humanities, Fine Arts Courses, English Language Arts, etc.) He directed the Board’s attention to the table located on pages 6 and 7 in their materials – Table I, Proposed Dual Credit for Career & College Promise. Mr. Hines explained that the left column represents every college course that appears on any one of the CCP college transfer programs of study. He noted that most of the courses would gain elective credit, including towards a course concentration. He also noted that there are several courses that would provide exceptions to what has been included in Section 2 of the course for credit policy, in particular the combinations in some of the math and science courses. Mr. Hines provided examples of some of the exceptions, noting the combination of BIO 111 and BIO 112 along with the EOC would give the high school biology credit; and Chemistry 151 or 152 along with the lab component would provide credit for high school chemistry.

- Chair Willoughby explained that this is a complex discussion. Superintendent Atkinson stated that it is important for the Board to move forward with this idea because we want to ensure consistency. She stated that if we allow credit for students who are in Early College environments, then we need to have that same availability for students who are in a traditional high schools taking the same courses.
- Chair Willoughby asked Board members to contact Mr. Hines to ask questions or provide input prior to the November meeting.
- In response to Chair Willoughby's question, Chairman Harrison agreed that this item should come back for action in November.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the October 2012 meeting and will return for action at the November meeting for approval. (See Attachment GCS 4)

NEW BUSINESS

Under New Business, GCS Committee Chair Patricia Willoughby recognized Mr. Rob Hines (Director, LEA Projects) to provide an update on the Dropout Recovery Project.

Mr. Hines prefaced this update by reminding Board members that during the 2011 General Assembly session, HB 822 required the State Board to implement a Dropout Recovery Pilot program with four school districts. After two rounds of applications, the Department did not find a program that seemed suitable for the pilot. At that point, the Department began conversations with Haywood County Schools about the model they are using, which has been very successful. Haywood County signed on to work in partnership to develop that model into something that would be more broadly applicable and to provide a choice for districts across the state. Five other districts were engaged to participate in the process (Halifax County, Durham County, New Hanover County, Winston-Salem/Forsyth, and Richmond County) and provided feedback and input to the team working on the project.

Mr. Hines noted that the report with the proposed model has been delivered. The team is in the process of making final revisions and would like to bring that report to the Board in November as a potential model for districts across the state. Chair Willoughby added that the Board will need to act on this item model.

21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT (Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)

ACTION ON FIRST READING

TCP 1 – Teacher Effectiveness Update and Policy Revision TCP-C-006

Policy Implications: SBE Policy # TCP-C-006

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Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services & Instructional Support), Dr. Lynne Johnson (Director, Division of Educator Recruitment and Development) and Ms. Jennifer Preston (Project Coordinator, Teacher Effectiveness)

Description:

In July 2011, the State Board of Education added new standards to the Teacher and Principal Evaluation Processes. The sixth standard for teachers and the eighth standard for principals focus on the amount of academic growth that a teacher makes with his/her students and the amount of student growth taking place schoolwide under an administrator's leadership. A teacher's rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of-Course Assessments, End-of-Grade Assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value. This amendment to the policy defines the data used to calculate the growth value.

Recommendations:

It is recommended that the SBE approve the policy amendment for Action on First Reading.

Discussion/Comments:

- TCP Committee Chair Harris recognized Dr. Garland to lead this discussion. She noted that this item is timely since Measures of Student Learning and Standard Six in the Teacher and Principal Evaluation processes was a significant topic during Monday's meeting with LEAs.
- Using a PowerPoint presentation, Dr. Garland set the context for what the Department believes is driving the anxiety on this topic. She explained that in the 1990s, the Department was rolling out the ABCs for public education and part of her job was to help explain the ABCs to LEAs across the state. In addition, she noted anxiety during the four years when the Department was rolling out the ACRE initiative. Dr. Garland stated that the Teacher Effectiveness anxiety mirrors that of the ABCs. She stated that the difference has to do with the Internet and social media, because people want immediate responses and answers now. Dr. Garland stated that this is a methodical process the Department is trying to work through to avoid some of the problems that other states are making along the way. She referenced Delaware, for example, where they had to start over. Dr. Garland noted that Delaware had 600 common exams developed. North Carolina is trying to learn from others and move thoughtfully and methodically in rolling out the process when staff are confident that the process selected for certain groups of teachers is one that is research based or another state has done it with success; communication will be key. There are 90-plus professional development sessions scheduled this year, regional meetings with superintendents are scheduled this fall, another series of READY meetings will begin this fall, and webinars will be provided.
- Chair Harris suggested that the Department make the responses and answers to concerns available online so that every teacher has access to the information. Superintendent Atkinson added that links can be provided in the biweekly email to teachers. Dr. Garland shared that a teacher effectiveness email site has been developed so teachers can get their individual questions answered.
- Dr. Atkinson spoke briefly about why educator effectiveness is so important. She spoke about the state's advantage primarily with all of the RttT initiatives where the teacher is the core of the work. Dr. Garland added that every student deserves an effective teacher in every classroom and

an effective leader in every school building, and teachers themselves deserve high quality feedback.

- In reference to standards six and eight, Dr. Garland reminded the Board that they have already, through policy, adapted the teacher evaluation instrument to include a rating for teachers and principals in relation to student growth. Also included in policy is the notion of status -- at the end of three years teachers will have effectiveness determination, but we are not there yet according to Dr. Garland. Chair Harris interjected that she appreciated Standard Six and Eight for teachers and principals, but asked why superintendents were not added to the policy. Dr. Garland explained that it was because superintendents are not actually in the school building to have an immediate impact on student learning. Chair Harris stated that a superintendent's leadership has a definite impact. Dr. Garland stated that by policy, local boards of education do not have to use the superintendent's evaluation; however, Board policy mandates that the teacher and principal evaluation instruments must be used. Chair Harris suggested that if we have a data base where information can be pulled about teachers and principals, superintendents should be a part of it.
- Dr. Garland reminded Board members that common exams are only for those grades and subjects that are non-tested, and in English, math, science and social studies in grades 4-8. Standard Six and Eight have to be populated. Teachers have been captured in EVAAS. In the past, principals shared with teachers their EVAAS ratings. With the new funding from the General Assembly for EVAAS, teachers will have their own accounts and will be able to sign in to see their own data. Teachers who had test scores from last year will have information on their growth in their EVAAS accounts. Dr. Garland clarified that the first year of data that counts for a teacher is the 2012-13 school year as negotiated with USED. Therefore, it will be three years before there is a status for teacher effectiveness for any teacher. Data quality is one of the main reasons. A roster verification process will ensure the data reflect the actual students a teacher teaches. This process was demonstrated on EVAAS software by a SAS representative at a meeting in September in Greensboro. Six hundred participants attended that meeting where teacher effectiveness was discussed. Every LEA was represented by a team including a testing coordinator, a human relations coordinator, and Curriculum and Instruction representatives. In addition more than 60 charter schools were represented. Intensive training on how to use the EVAAS software will be provided for teacher and principals across the state.
- Chairman Harrison suggested that communications be provided to teachers explaining that year one (2012-13) is a baseline year and will not hurt or impact anyone in any manner. Dr. Harrison felt this communication would go a long way in easing the anxiety across the state. In response to Dr. Harrison's question, Dr. Garland clarified that growth is indicative of 70 percent individual teacher growth and 30 percent schoolwide growth. Those are two multiple indicators that need to be taken into account and the student survey is the other indicator. Dr. Harrison suggested that the Board act on this item as quickly as possible to alleviate some of the anxiety as well. This is about improving a strong teaching force and professional growth. He suggested that we connect with NCAE and PENC to work with their members in getting a one-page document to every teacher in the state in addition to sending the information out on Superintendent Atkinson's egroups. Chair Willoughby suggested that it would also be helpful to send out a one-page document to other stakeholders because the NC Business Committee on Education has many questions; it may help with legislators as well. Dr. Frost shared that some of the anxiety she is hearing is around the details that have yet to be worked out, for example, co-teaching details.

- In response to Mr. Tate's question, Dr. Garland explained that charter schools are not required to use the teacher evaluation system; however, the State Board of Education has one process to move a teacher who is not on a continuing license to a continuing license, which is this process. In order for probationary teachers to reach career status, they must go through this process. Those teachers will have an EVAAS score and will have to give a measure of student learning for three years in order to go into permanent status. Any teacher who wants a continuing license must go through the process. If a charter school accepts RtT funding, they are required to use the process. Mr. Tate asked that staff provide the number of charter schools that have opted out of the teacher evaluation process at a later date.
- Dr. Garland stated that the revision to SBE Policy # TCP-C-006 defines the data used to calculate the growth value. The EVAAS score will be derived from one or a combination of end-of-grade assessments, end-of-course assessments, CTE post-assessments, and common exams at this point. Dr. Garland also provided some general information on the Measures of Student Learning (common exams). Goals of the Measures of Student Learning are to develop and increase the effectiveness of teachers, to have an effective teacher in every classroom in every school, and to see evidence of achievement and growth for all students. There is a library of common exams being designed for non-tested subjects for district use to populate Standard Six. The Department is providing a service to school systems to be able to do the process for teacher evaluations. The teachers that will be using this library of common exams will be teachers in grades 4-12 who teach English, math, science, or social studies covered by one of the exams. The guiding principles are that if you fall into that category, you must have an EVAAS score and that score must reflect all the students that the teacher teaches. Dr. Garland also spoke briefly about the implementation guide, the design of the test items, and the guide to measure student growth. In terms of timing, the high school MSLs are optional. There are 28 school systems that will take part in the fall administration, and there is a school in at least every region of the state, ranging in size from Charlotte-Mecklenburg to Camden County and Mt. Airy City.
- In response to Mr. Tate's question, Dr. Garland explained that most assessments have multiple choice questions because that is what teachers wanted, and some have up to six constructed-response items. Out of the 22 that are ready, only three are completely multiple choice assessments. A brief conversation occurred about scoring.
- At Superintendent Atkinson's request, Dr. Garland clarified the implementation timing if a school district decides to administer the assessments in the fall. Dr. Garland clarified that administration of the high school MSLs in the fall is optional. However, if a district chooses to administer, all MSLs must be administered and results will be used to determine the sixth standard rating. The reason for the flexibility of fall or spring administration is that high school teachers have significantly beyond the number of students in their sample than middle and elementary teachers would ever have. Even if they only have a semester's worth of data, they will still have the equivalent of five years of data because most are on block and each block represents a year. The school will receive the files in November and may determine when they would like to administer the exams.
- Dr. Garland shared that district flexibility also includes administration online, paper/pencil or hybrid, date of administration, administration during class period or testing week, use in student grade, which assessments are administered, and how to ensure secure administration.
- Dr. Garland also spoke briefly about the assessment specifications, the Guide to Measuring Student Growth, and a Local Planning Template.

- The Department's goal is to have an EVAAS score, according to Dr. Garland. School districts also have the option to use their data toward proficiency. It is important to note that the Department is doing assessments only for the purpose of determining teacher growth. According to Dr. Garland, the Department does not have permission from the General Assembly to go outside of the narrow band which is to do assessments for teacher evaluations; but we don't have a state mandate that allows us to test science and social studies to determine student performance. Our federal grant states that we may assess to find out how teachers are doing in all courses, but not how students are doing in all courses. Districts may use their data to show how students are doing, but the state will not collect their data for reporting purposes.
- In closing comments, Dr. Garland shared that principals and superintendents must certify that the assessments are being administered in a secure fashion within their schools and districts.
- Brief comments were made by Chairman Harrison regarding a one-page document to release to LEAs on this topic.
- In response to Vice Chairman McDevitt's question, Dr. Garland stated that this item is time sensitive because the assessments are being administered this fall.
- There was no further discussion.

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the Board voted unanimously to approve the revisions to SBE Policy # TCP-C-006 as recommended. (See Attachment TCP 1)

LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT (Ms. Melissa Bartlett, Chair; Ms. Jean Woolard, Vice Chair)

DISCUSSION

LFI 1 – NC Public Charter Schools Advisory Council Recommendations – Application Content, Submission Timeline, LEA Impact Statement, and Annual Performance Report

Policy Implications: General Statute § 115C-238.29; SBE Policy # TCS-B-006

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

On September 11 & 12, 2012, the NC Public Charter School Advisory Council held a public meeting to deliberate multiple recommendations to the State Board of Education. These discussions and recommendations were formulated based upon experience with the "fast track" and "regular" application review period as well as the process to recommend renewals. The Council's subcommittee structure investigated, debated, shaped, and voted to bring these recommendations that were ultimately approved by the full Council, to the State Board of Education.

Application Content: The application has been strengthened by requesting additional information in the public charter school's proposed implementation plan in the areas of Education Plan, Operations and Capacity Plan, Governance, and Financial Plans. Sections of the application have been modified to create a more coherent document while additional questions provide clarity and a stronger flow to the application. The proposed application also contains a Charter School Board Member Form which

solicits additional information from the founding board members. The Council has recommended restricting the length of the charter application narrative to no more than 50 pages.

Submission Timeline: The suggested timeline now incorporates a required Letter of Intent that must include the following: contact information for the applicant and proposed location of the charter school. The proposed mission statement, grade structure, student enrollment projections, and target population will be optional for applicants. If an applicant does not submit this Letter of Intent prior to the deadline, then the applicant must wait an additional year to apply. The proposed timeline permits an application window.

LEA Impact Statement: The last revision of the application incorporated an entire section where the applicant answers specific questions related to its potential impact on the Local Education Agency (LEA) in which it is located. The LEA will, in having a copy of that application, be afforded the opportunity to respond to that section specifically by answering those questions from their perspective while providing additional information via a template. This Impact Statement template can and will be incorporated into the Enrollment and Grade Expansion process should the LEA decide to submit such a statement.

NC Charter School Annual Compliance Checklist: The Public Charter School Advisory Council wanted additional information in its portfolio to consider in making renewal recommendations to the State Board of Education. The adopted template, to be completed by the Office of Charter Schools, focuses upon academic, fiscal, and governance compliance. Beyond the renewal consideration, it provides an opportunity for each charter school in North Carolina to know how the Department views its fiscal, academic, and governance performance. This annual input will provide the school areas that need to be improved and will allow the Office of Charter Schools to prioritize site visits. The document would be phased in and used, for the first time, during the summer of 2013.

Recommendations:

It is recommended that the SBE accept the charter application recommendations as presented for the Public Charter School Advisory Council.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett recognized Dr. Medley and Mr. Betterton to lead the discussion of this item.
- Dr. Medley reported that the Public Charter School Advisory Council divided into several subcommittees to deliberate on application content, submission timelines, LEA impact statement, and the annual performance report. The Council assembled in September to debate and hold a vote on the topics. Dr. Medley directed the Board members to their Board materials to review the four recommendations. Dr. Medley apologized, explaining that a second attachment was added this morning because staff inadvertently omitted the timeline that was recommended by the Council. He provided a brief overview of the timeline, stating that the Council would like to request a letter of intent to submit a charter school application for the forthcoming round in September, which would help staff plan for the number of applications due in November. Preliminary approval would be requested no later than May from the State Board in order that schools may begin the planning year earlier with a possible final decision in

January by the State Board. This would allow for additional time for student enrollment as well as marketing and recruitment.

- Dr. Medley recognized Mr. Betterton to answer questions regarding the Council’s process in vetting the recommendations.
- A brief conversation ensued as a result of Vice Chairman McDevitt’s comments about overlapping cycles and oversight. Chairman Harrison spoke about the need for additional staff in the Office of Charter Schools.
- Referring to page 8 (Goals for the Proposed Charter), Board member Tate asked about the specificity around gauging success and how the metrics will be reviewed as an analysis for success. He felt that it was critical in framing and analyzing the viability of a charter. Mr. Tate stated that it would be good to have that data to reference to ensure the charter is on track.
- Referencing the materials, which say “for schools to open fall 2015, SBE preliminary approval May 2014,” Chairman Harrison asked legal about the timeline in terms of state statutes where it states that preliminary approval must be granted by March 15. Attorney Laura Crumpler clarified that there is another place in the statute that states that the SBE can vary the timelines as long as it keeps the March 15 date as the final approval date following the planning year. Chairman Harrison stated that during the fast-track application process, applications were due by November 1. Even though one of the applicants missed the fast-track date well after November 1, the Administrative Law Judge still invoked the March 15 date. Ms. Crumpler explained that the school ignored the fast-track procedures and applied at the local level unbeknownst to the State Board, and the Board said “no, you were not part of the fast track, so we will not act.”
- Recalling that the impact statements are a high priority for the State Board, Chair Bartlett asked about the status of that work. Mr. Betterton directed Board members to page 34, which includes a number of questions for the charter school applicant as well as the LEA. The Council did not come up with a specific formula. Chair Bartlett drew attention to the language on page 26, which shows that the LEA “may” respond to the Impact Statement. Chairman Harrison suggested specific factors to consider as the “tipping point.” Mr. Tate suggested that if charters grow more than 20 percent of the population, then perhaps an Impact Statement should be required. A brief conversation ensued about the impact that an impact statement has/ expectations/duplicative programs as well as the importance of providing an impact statement. Chairman Harrison suggested that the Council consider this information further. Dr. Medley stated that the Council has a planned meeting in October to vet these issues. Chairman Harrison asked about resolution regarding the number of pages in an application. Dr. Medley reported that the Council originally recommended 50 pages; analysis was conducted with the fast-track applications, which were smaller than the regular round, average just under 75 pages of narrative. Therefore, Dr. Medley felt that the Council’s recommendation may be aggressive since additional questions have been added to the application. Chairman Harrison asked that this issue be considered and a recommendation be provided to the Board in a Friday Update prior to taking a vote in November.
- In addition, Chairman Harrison asked that staff also bring something to the Board regarding virtual charters in November by receiving input from the Advisory Council.
- There was no further discussion.

This item is presented to the State Board of Education for discussion at the October 2012 meeting and will return for action at the November meeting for approval. (See Attachment LFI 1)

OLD BUSINESS

No old business was brought before the Board.

NEW BUSINESS

No new business was brought before the Board.

MEETING HIGHLIGHTS

At this time, Chairman Harrison reminded Board members that in January 2011 they held a casual conversation about highlighting, at the end of each meeting, some of the items discussed that will have a direct impact on students. At that time, Chairman Harrison decided to implement a new tradition under his leadership of having a brief conversation each month to identify in very specific terms something the Board has accomplished to improve outcomes for children. Board members cited the State Board's vision created during the Planning and Work Session where the Board clearly defined its focus on all children. In addition, the conversations about teacher evaluations will alleviate anxiety among teachers, which will make for better learning situations and budget deliberations were also cited.

CLOSED SESSION

Chairman Harrison asked for a motion to convene in closed session.

Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Shirley Harris, Board members voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters and to consider the handling of the following cases: Hoke County, et al., vs. the State of North Carolina and the State Board; E.S. by his Guardian vs. the State Board of Education; Quality Education Academy vs. the State Board of Education; and other personnel matters.

Chairman Harrison announced for the audience that the State Board will conduct no other business following the Closed Session.

ADJOURNMENT

Indicating no other business, Chairman Harrison requested a motion to adjourn. Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Shirley Harris, Board members voted unanimously to adjourn the September October 4, 2012, meeting of the State Board of Education.